R E P O R T R E S U M E S

ED 015 711 FL 000 706

MLA FOREIGN LANGUAGE PROFICIENCY TESTS FOR TEACHERS AND ADVANCED STUDENTS. MLA BULLETIN OF INFORMATION, 1966-67.

BY- STARR, WILMARTH H.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$2.04 49P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *LANGUAGE TESTS, *NATIONAL COMPETENCY TESTS, *LANGUAGE TEACHERS, *ADVANCED STUDENTS, LANGUAGE PROFICIENCY, APPLIED LINGUISTICS, CULTURE, PROFESSIONAL TRAINING, FRENCH, GERMAN, ITALIAN, RUSSIAN, SPANISH, LANGUAGE SKILLS, LANGUAGE ARTS, MLA PROFICIENCY TESTS,

THIS BULLETIN PROVIDES CANDIDATES WITH INFORMATION ON THE NATURE AND CONTENT OF THE TESTS, WHERE AND WHEN THEY ARE GIVEN, REGISTRATION PROCEDURES, HOW TO TAKE THE TESTS, AND MEANING AND USES OF TEST SCORES. THE TESTS MEASURE COMPETENCE IN THE AREAS OF LISTENING COMPREHENSION, SPEAKING, READING, WRITING, APPLIED LINGUISTICS, CIVILIZATION AND CULTURE, AND PROFESSIONAL PREPARATION. THIS SEVEN TEST BATTERY IS DESIGNED FOR TEACHERS AND ADVANCED STUDENTS OF FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH. CANDIDATES MAY TAKE THESE TESTS IN THREE DIFFERENT COMBINATIONS. SAMPLE QUESTIONS ARE INCLUDED. (AF)

ED015711

Appendix B

M L A

bulletin of information

1966-67

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FL 000 706

MLA
Foreign Language
Proficiency
Tests
for Teachers
and
Advanced Students

EDUCATIONAL TESTING SERVICE • PRINCETON, NEW JERSEY

♦ *The Modern Language Association Foreign Language Proficiency Tests for Teachers and Advanced Students were prepared under the Provisions of the National Defense Education Act of 1958, Title VI, Language Development Program, as a Cooperative Project of the Modern Language Association of America, Educational Testing Service, and the United States Office of Education, Department of Health, Education, and Welfare; Wilmarth H. Starr, Project Director.*

This publication, prepared and produced by Educational Testing Service, is the most up-to-date and authoritative source of information on the nature and content of the MLA *Foreign Language Proficiency Tests for Teachers and Advanced Students.*

General inquiries regarding the use of these tests (including requests for inspection copies, etc.) should be directed to:

Program Director
MLA *Foreign Language Proficiency Tests*
Educational Testing Service
Princeton, New Jersey 08540

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Educational Testing Service
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright © 1966 by Educational Testing Service. All rights reserved.

Contents

4 *To the Candidate*

5 *The* MLA *Foreign Language Proficiency Tests*

5 *. . . Origin of the Tests*

7 *. . . Test Dates and Fees*

8 *Registering for the Tests*

14 *. . . Mailing your Registration Form*

15 *. . . Registration Calendar*

15 *. . . Changing Your Registration*

16 *. . . Admission to the Test Center*

17 *Preparing to Take the Tests*

17 *. . . Regulations at the Test Center*

18 *. . . Testing Schedule*

20 *. . . Using the Answer Sheet*

20 *How Your Scores Are Reported*

23 *Appendix A: Test Center List*

25 *Appendix B: Score Recipient Code List*

30 *Appendix C: State Code List*

31 *Appendix D: Descriptions of the Tests and Sample Questions*

31 *. . . Listening Comprehension Test*

34 *. . . Speaking Test*

36 *. . . Reading Test*

37 *. . . Writing Test*

40 *. . . Applied Linguistics Test*

42 *. . . Civilization and Culture Test*

45 *. . . Professional Preparation Test*

47 *. . . Answer Key*

To the candidate

This *Bulletin* is important to every candidate planning to take the MLA Foreign Language Proficiency Tests. It explains the nature of the tests, where and when they are given, registration procedures, how to take the tests, and the meaning and uses of your test scores.

A thorough reading of this *Bulletin* will be helpful in enabling you to register properly and to approach the tests with the confidence that comes from having some idea of what the questions will be like. Before attempting to complete your Registration Form, read the instructions for registering given on pages 8-14.

The MLA Foreign Language Proficiency Tests

The MLA Foreign Language Proficiency Tests for Teachers and Advanced Students measure competence in the areas of Listening Comprehension, Speaking, Reading, Writing, Applied Linguistics, Civilization and Culture, and Professional Preparation. This seven-test battery is designed for teachers and advanced students of French, German, Italian, Russian, and Spanish. Candidates may select one of three combinations of these seven tests: Complete Battery, Partial Battery A, or Partial Battery B. The Complete Battery includes all seven tests; Partial Battery A consists of tests in the four skills—Listening Comprehension, Speaking, Reading, and Writing; Partial Battery B includes the tests in Applied Linguistics, Civilization and Culture, and Professional Preparation. Candidates wishing to take only one test must register for the appropriate Partial Battery and take all the subtests administered during that testing session.

With the exception of the Listening Comprehension and Speaking Tests, all stimulus material and answer choices are contained in the test books. Stimulus material for the Listening Comprehension Test is recorded on magnetic tape, and answer choices are printed in the test book. Stimulus material for the Speaking Test is provided both by magnetic tape and additional material contained in the test book. Examinees taking the Speaking Test record their responses on tape. For all other tests, the examinees write their responses on separate answer materials.

Fuller descriptions of each of the seven tests are given in Appendix D beginning on page 31.

Origin of the tests

Since 1952, the Foreign Language Program of the Modern Language Association of America, responding to the national urgency with regard to foreign languages, has been engaged in a vigorous campaign aimed in large part at improving foreign language teaching in the United States. In 1955, as one of its activities, the Steering Committee of the Foreign Language Program formulated the "Qualifications for Secondary School Teachers of Modern Foreign Languages," a statement subsequently endorsed for publication by the MLA Executive Council, the Modern Language Committee of the Secondary Education Board, the Committee on the Language Program of the American Council of Learned Societies, and by the executive boards or councils of some fifteen other national and regional associations.

The statement established three general levels of proficiency (Minimal, Good, and Superior) for seven areas of language teaching competency now designated as: 1) listening comprehension, 2) speaking, 3) reading, 4) writing, 5) applied linguistics, 6) civilization and culture, and 7) professional preparation. In subsequent conferences, leaders in the fields of educational administration and foreign language teaching discussed and endorsed the development of standardized proficiency tests as an aspect of teacher preparation and certification.

In the spring of 1959 a grant by the U.S. Office of Education (NDEA Title VI) to the Modern Language Association made available the means for development of nationally standardized qualification tests for teachers of foreign languages. The Qualifications Statement referred to above became the guide for the range and spectrum of the test batteries throughout the entire period of test development. Implicit in this statement was the basic assumption that the tests should be developed by the group that would use them—namely, the foreign language teaching profession, as represented by the scholars and teachers who served on the test construction committees. These committee members were assisted throughout the development of these tests by the MLA Director of Testing and by language specialists and test consultants on the staff of Educational Testing Service (ETS).

Sixty-two preliminary test forms were prepared for administration in the National Defense Education Act Language Institutes in the summer of 1960; the entire preliminary battery required almost seven hours of administration time. Using data derived from this preliminary administration, the test construction committees developed sharpened, refined, and shortened versions of the original tests. These, together with other, more recently developed forms of the tests, constitute the batteries now used in the program.

• MLA Professional Services: The Modern Language Assocation of America maintains supervisory and consultant services as regards the exploitation and use of the Proficiency Tests by the profession and the public. The MLA Director of Testing advises institutions of higher education, as well as local and state certification (licensing) agencies, on the use of test results. The MLA is also engaged in promoting and conducting a series of basic studies involving these tests and other foreign language tests. Institutions and agencies with which you may have contact in the future should be encouraged to consult the MLA for advice in using test results or engaging in professional activities which involve the tests.

Test dates and fees

The first four nationwide administrations of the MLA Foreign Language Proficiency Tests will be held on the following Saturdays*:

April 2, 1966	November 19, 1966
September 17, 1966	April 1, 1967

Educational Testing Service has established regular test centers throughout the United States for the administration of the tests. A list of these centers appears on pages 23-24 of this *Bulletin*. Note that the tests are not necessarily administered on all four dates at every center.

The fees for the MLA tests are listed below. After filling out *item 16* of your Registration Form, enclose the appropriate amount with your completed Registration Form. The fees must be paid in full by check or money order made payable to "Educational Testing Service."

Test fees:

Fee for Complete Battery (all seven tests).....$18.00

Fee for Partial Battery A (four skills tests).....$14.00

Fee for Partial Battery B (three non-skill tests).....$10.00

Special service fees:

Each score report over three listed on the Registration Form or each not designated on the Registration Form.... $1.50

Transfer to a different center or test date..... $3.00

Take additional or different tests..... $3.00
(in addition to any increase in test fee)

Have score reports added, deleted, or changed from one recipient to another (no changes can be made after the registration closing date)..... $1.50
for each change

---

*In addition, the tests are administered at NDEA Institutes. Arrangements for these administrations are made directly by the Institute directors; such administrations are limited to Institute participants *only*.

Registering for the Tests

Before filling out your Registration Form, study the sample of a completed form on pages 10-11. The numbered instructions below correspond to several items on the Registration Form that frequently cause problems. Read these instructions carefully in order to avoid errors that may delay the handling of your registration at ETS.

Item 1. NAME. Print your last name, first name, and middle initial, one letter to a box in the space provided. If your last name contains an apostrophe, hyphen, or space, do *not* leave a box blank where the punctuation or space would normally appear. Since your records at ETS will be filed under this name, please use it in all correspondence with ETS and on all your test answer sheets.

Item 5. ADDRESS FOR MAILING OF ADMISSION TICKET. Because the prompt receipt of your admission ticket depends upon the correctness of the address in this item, it is important that you complete it carefully. Enter the address to which you want your ticket sent (number and street, city and state) in the boxes provided. Put only one letter or number in each box and leave a box blank where a space would normally appear in the address. You should abbreviate wherever necessary to fit your address into the available boxes. In all cases, you must abbreviate the name of the state and the "Street, Drive, Road, etc." in your street address. Use the list of Post Office approved abbreviations given on page 12. If you find you cannot abbreviate your long address understandably, complete the address in the blank area to the right of the boxes. Candidates from countries other than the United States should enter the names of their city and country, or their standard abbreviations, in the boxes allotted for city and state. At the extreme right of the space for *item 5*, U. S. residents should enter their postal ZIP code.

Shown opposite is the address section taken from a completed sample Registration Form and a blank address area to be used for practice. The student completing the sample registration wanted her admission ticket sent to 1032 South Morningside Avenue, West Boothbay Harbor, Maine 04575. Because this address was too long to fit into the boxes provided, the student abbreviated, using the standard abbreviations for South, Avenue, West, and Maine and deleting a vowel in Morningside. After studying this completed sample, enter your own address in the practice address area and then transfer it to your Registration Form.

Practice abbreviating your address in the sample of item 5 below

5. ADDRESS for MAILING of ADMISSION TICKET (Abbreviate; see *Bulletin*)	1032 S MORNINGSIDE AVE YOUR NUMBER AND STREET	
	W BOOTHBAY HARBOR YOUR CITY AND STATE	ME 04575 ZIP CODE

5. ADDRESS for MAILING of ADMISSION TICKET (Abbreviate; see *Bulletin*)	 YOUR NUMBER AND STREET	
	 YOUR CITY AND STATE	 ZIP CODE

1966-67 MLA FOREIGN LANGUAGE PROFICIENCY TESTS

1. NAME PRINT Your Last Name, First Name and Middle Initial in the spaces provided.

LAST: BONNEY

FIRST: KATHLEEN MIDDLE INITIAL: M

DO NOT WRITE IN THIS SPACE

2. SIGNATURE Kathleen Mary Bonney
SIGN YOUR FULL FIRST NAME, MIDDLE NAME AND LAST NAME.

3. SEX Male 1 ☐ Female 2 ☒

4. DATE of BIRTH 12 (MONTH) 2 (DAY) 1942 (YEAR BORN)

5. ADDRESS for MAILING of ADMISSION TICKET (Abbreviate; see *Bulletin*)
1032 S MORNINGSIDE AVE
YOUR NUMBER AND STREET
W BOOTHBAY HARBOR ME
YOUR CITY AND STATE
04575 ZIP CODE

6. SCORE REPORT ADDRESS (*only if other than above*)
NUMBER AND STREET CITY STATE ZIP CODE

7. TEST DATES (Check ONE)
April 2 ☐ 1966
Sept. 17 ☒ 1966
Nov. 19 ☐ 1966
April 1 ☐ 1967
NDEA INSTITUTE ☐

8. TESTS: Select the correct language code from the list below and enter that code under the one Battery Option you plan to take. (See reverse side for EXPLANATION of BATTERY OPTIONS.)

COMPLETE BATTERY	PARTIAL BATTERY A	PARTIAL BATTERY B
1		
Language Code	Language Code	Language Code

French=1 German=2 Italian=3 Russian=4 Spanish=5

9. TEST CENTER: See *Bulletin*, Test Center List. Give institution if there is more than one center in a city.

4280 (CENTER NUMBER) UNIV. OF MAINE (INSTITUTION)
ORONO (CITY) MAINE (STATE)

10. COLLEGE NOW ATTENDING (*Only if in College*)
UNIVERSITY OF MAINE (COLLEGE) ORONO (CITY) MAINE (STATE)

11. SCORE REPORTS (Two free if listed here. $1.50 for each additional.) Refer to gray pages in *Bulletin* for Score Recipient Codes.

Code	Name of Institution	Location
7737	1. NEW YORK STATE EDUCATION DEPT.	NEW YORK, NEW YORK
	2. UNIVERSITY OF MAINE	
	3.	
	4.	
	5.	

12. SOCIAL SECURITY NUMBER (If any)
046 42 9991

13. NATIVE SPEAKER (Do you consider yourself a native speaker of the language marked in Item #8?)
Yes 1 ☐ No 0 ☒
(Check ONE)

14. STATUS (Mark one)
1 ☐ College Junior
2 ☒ College Senior
3 ☐ Graduate Student
4 ☐ Teacher

15. TEACHER: If you are a teacher, give the numeric code for the state in which you teach. (Refer to State Code List in the *Bulletin*.)
State Code

SEE REVERSE SIDE

Side 1 of Registration Form

THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS

REGISTRATION FORM for 1966-67

This Registration Form, accompanied by the appropriate test fee, should be mailed in time to reach MLA Foreign Language Proficiency Tests, Educational Testing Service, Princeton, New Jersey 08540, by the deadline date given in the Registration Calendar in the *Bulletin*.

Start with item 1 on the reverse side.

16. FEES AND REMITTANCE

DESCRIPTION OF SERVICES	FEES	AMOUNT REMITTED
Complete Battery*	$18.00	
Partial Battery A*	14.00	
Partial Battery B*	10.00	$ 18.00
Score Reports to institutions (No charge for first 2 if requested in item 11.) ADDITIONAL REPORTS	1.50 each	
Fee for transfer of test date	3.00	

TOTAL REMITTANCE ENCLOSED $18.00

by: Check ☒ or Money Order ☐

Do NOT send cash or stamps.

PAYABLE TO: EDUCATIONAL TESTING SERVICE

EXPLANATION of BATTERY OPTIONS*

Complete Battery: All tests

Partial Battery A: Listening Comprehension, Speaking, Reading, and Writing

Partial Battery B: Civilization and Culture, Applied Linguistics, and Professional Preparation

* Be sure that the Battery Option you have marked in item 8 on the reverse side agrees with the Battery Option for which you enclose the fee.

D115P25

Side 2 of Registration Form

POST OFFICE APPROVED ABBREVIATIONS

For states and territories:

Alaska	AK	Montana	MT
Alabama	AL	Nebraska	NB
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Canal Zone	CZ	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Hawaii	HI	Pennsylvania	PA
Idaho	ID	Puerto Rico	PR
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Virgin Islands	VI
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY

For street addresses:

Avenue	AVE	Highway	HWY	Port	PT
Boulevard	BLVD	Lake	LK	Road	RD
Box	BX	Lane	LA	Route	RT
Broadway	BDWY	Mount	MT	South	S
Court	CT	Mountain	MT	Street	ST
Drive	DR	North	N	Terrace	TR
East	E	Park	PK	Trail	TRL
Fort	FT	Parkway	PKWY	Trailer	TRLR
Garden	GDN	Pike	PI	Turnpike	TPKE
Headquarters	HQ	Place	PL	Way	WY
Heights	HTS	Point	PT	West	W

Item 6. SCORE REPORT ADDRESS. Enter the address to which you want your copy of the score report sent, *only if it differs from the address given in item 5.*

Item 7. TEST DATE. Check the one test date for which you are registering. Do not check more than one date. You may take Partial Battery A on one test date and Partial Battery B on another date. However, if you wish to do this, you must fill out a separate Registration Form for each test date.

NDEA Institute participants will be given instructions for completing their Registration Forms on the test date. Since you are submitting your Registration Form directly to ETS, do not use the box marked "NDEA Institute."

Item 8. TESTS. Decide which option you wish to take: Complete, Partial A, or Partial B. Then choose the numeric code for the language in which you wish to be tested from the listing under the battery option boxes. Enter this code in the box for the option you have chosen to take. For example, if you wish to take the Complete Battery in French, you would enter a "1" in the box under the words "Complete Battery."

Item 9. TEST CENTER. Before filling in this item, refer to the Test Center List (pages 23-24). After reading the introductory paragraph on page 23, select from this list the center that is most convenient for you to attend on the test date for which you are registering. Disregard state borders in choosing the nearest or most convenient center. Print the center number, the name of the institution, the city and the state in the spaces provided.

If the center you select is filled at the time your registration is being processed, you will be assigned to the nearest center with space available. The name and address of the center to which you should report on the day of the test will be printed on your admission ticket.

• SPECIAL CENTERS. Any college, university, or school system may be established as a special center on any of the regular dates, provided that it meets certain requirements. Your Foreign Language Chairman or Dean should already have received information about these requirements. If not, he may write to the Program Director at the address given on the inside front cover. Requests for establishment of special centers must be received by ETS at least six weeks before the test date. (See specific dates in the Calendar on page 15.)

Item 11. SCORE REPORTS. Indicate in this item the colleges, univer-

sities, and state departments of education to which you want your scores sent. Score reports will be sent at no additional charge to the first two score recipients listed in this item on your Registration Form; if you name more than two, you should enclose $1.50 for each additional score report requested. Note that the names of score recipients cannot be changed or withdrawn after the registration closing dates.

Before filling in *item 11*, refer to the Score Recipient Code List printed on the *gray* pages of this Bulletin (pages 25-29). If the list contains the names of the score recipients you wish to list, enter their code numbers and names in the spaces provided. If the name of the score recipient you wish to include is not listed, print its full name and the state in which it is located in the appropriate spaces, leaving the Code Number box blank. *Be sure to use only codes printed on the gray pages of the Bulletin for this item.*

Item 14. STATUS. Indicate in this item your present academic or career status. Do not mark the box for "Teacher" unless you are currently employed as a teacher. If you are a graduate student engaged in student teaching mark the box for "Graduate Student." If none of the categories applies to your *current* status, leave this item blank.

Item 15. TEACHER. If you are presently employed as a teacher, choose the two-digit numeric code for the state (or country) in which you teach from the State Code List on page 30 and enter it in this item.

Mailing your Registration Form

When your Registration Form is completely filled out on both sides, enclose it with your check or money order in the addressed envelope provided. Enter your return address in the upper left corner. On the reverse side of the envelope, darken the box for the test date for which you are registering.

Your Registration Form and fees should be received at ETS, Princeton, before the registration closing dates given on page 15. It is to your advantage to register as early as possible, preferably several weeks before the closing date. Early registration allows time to clear up possible irregularities that could result in denial of admission to the examinations or delay in issuing your score reports. Every effort will be made to supply candidates with Registration Forms in time to complete registration. However, if a candidate requests a Registration Form a short time before the registration

closing date, ETS cannot accept responsibility if the form reaches him too late to meet the registration deadline.

Registration Calendar

Test Dates.....	*April 2, 1966*	*Sept. 17, 1966*	*Nov. 19, 1966*	*April 1, 1967*
Registration closing dates	March 11	Aug. 26	Oct. 28	March 10
Final date for receipt of requests for special centers	Feb. 18	Aug. 5	Oct. 7	Feb. 17

Changing your registration

After you have mailed your Registration Form, you may find that you need to make some change in the information you included on it. Described below are the four types of changes that might occur and the procedures which should be followed.*

• TEST OR CENTER CHANGE: You may have registered to take either the Complete Battery or one of the Partial Batteries at a certain test center and you now wish to take different tests and/or to take them at a different center. To make either or both of these changes, write a letter asking ETS to alter your test or center designation and include the transfer fee of $3. Your request must be received at ETS, Princeton, before the closing dates given above. Do *not* return your admission ticket or submit a new Registration Form. Supervisors are instructed not to admit a candidate who submits a ticket for another center unless the candidate also has a letter or telegram of authorization from ETS.

• TEST DATE TRANSFER: You may be unable to take the tests on the test date for which you registered and wish to transfer to another date. To make this change, you must obtain another Registration Form and fill it out for the new test date, specifying any desired changes in tests or test center. Enclose with this new Registration Form a letter stating the test date for which you were registered and requesting a transfer. Include also a check or money order for the transfer fee of $3 and any additional fee due because of a change of tests.

*Candidates cannot have their registrations changed at the test center. If a candidate gains admission to a center for which, according to records at ETS, he is not properly registered, his examinations will not be scored.

• **REFUND OF TEST FEE:** You may be absent for all or part of the test sessions for which you registered and wish to obtain a refund. Upon your request, which should not be mailed until *after* the test date, ETS will refund your test fees, minus $5 to cover costs of processing.

• **ADDITIONAL SCORE REPORTS:** You may have listed certain score recipients and now wish to add others. To make this change, follow the instructions about additional score reports on pages 20 and 22. Note, however, that designated score recipients cannot be changed or withdrawn after the registration closing date.

Admission to the Test Center

At least two weeks before the test date you will receive an admission ticket (postcard) giving the exact address of the center to which you should report on the test day. Your admission ticket is valid only for the tests and test date for which you registered, and only at the test center specified on it. Be sure to examine the ticket when you receive it since you may have been assigned to a center other than the one you requested, if that center was filled by the time your registration was received. If an error appears in your name, do *not* write to ETS; take the ticket with you on the test date. The test center supervisor will give you instructions for correcting the error.

Be sure to take your admission ticket with you to the test center. Your registration number, which you will be asked to record on your answer materials at the test center, appears with the center address on the front of the ticket. This number is the primary means of identifying your answer materials during the scoring process. This admission ticket and registration number are valid only for you; they are not transferable to another person. Since you may be asked to identify yourself at the test center, it is advisable to have some positive means of identification with you.

A telegram of authorization may be sent to a candidate when there is not enough time to mail the admission ticket. Payment for an authorization telegram is the responsibility of the candidate.

If you do not receive your admission ticket two weeks before the test date or if you lose it, notify ETS immediately, requesting a duplicate authorization. Test supervisors are instructed to admit to the test center only those candidates who have an admission ticket or authorization telegram or whose names appear on the attendance roster.

Preparing to take the tests

Since the MLA Foreign Language Proficiency Tests measure language skills which are developed gradually, there is no specific preparation that can be made immediately before taking them. The tests were not prepared with certain books or courses in mind, and no short-cut method of studying for them can be suggested. However, familiarity with the mechanics of taking the tests and with objective test questions will enable you to use your time more efficiently when you take the tests. For this reason, we have included in this *Bulletin* a number of sample questions which are representative of the material in the tests.

Perhaps the most important point to remember when you take the tests is to be sure to read carefully the directions for each section. If you skip over these instructions too hastily, you may misinterpret them and thus lose credit for an entire section.

Although the tests stress accuracy more than speed, it is important for you to use your time as economically as possible. Work as steadily and rapidly as you can without becoming careless. Take the questions in order, but do not waste time in pondering over questions which contain extremely difficult or unfamiliar material. If you complete a section before time is called, it is wise to reexamine any questions about which you were not certain at first. Your score will be based on the number of questions you answer correctly. You are advised to use your time effectively and to mark the answer which you think is best for each question.

Regulations at the Test Center

- Candidates will not be admitted to the examinations after the testing has begun nor will they be permitted to continue a test beyond the allotted time.

- Candidates should bring with them three or four sharpened No. 2 pencils and an eraser. *No pencils will be furnished at the center.*

- Each test room will, if possible, be provided with a clock in plain view of all students. Since this cannot always be arranged, however, you are urged to bring a watch with you.

- Visitors are not allowed in the examination room while the testing is in progress.

- Scratchwork may be done in the margins of the test books. Scratch paper is not permitted.

• If a candidate is discovered, at the time of the testing, engaging in any kind of misconduct—giving or receiving help; using notes, books, or papers of any kind; removing test materials or notes from the test room; or taking part in an act of impersonation—his tests will not be scored and the facts of the incident will be made known to the school or college he attends. If doubts are raised about a candidate's scores after they have been reported, ETS will investigate the circumstances of the testing. In the event that misconduct on the part of the candidate is established, ETS will notify both the institution he attends and the recipients of his scores.

• If a candidate's scores on the tests differ greatly from scores achieved at an earlier administration or from the level anticipated by his record, score recipients may request rescoring service or further identification of the candidate.

• Scores cannot be canceled at the request of the candidate.

• ETS reserves the right to report previous scores achieved by a candidate along with current scores.

• No refunds will be made when papers are not scored or when scores are canceled for reasons given in this section.

Testing schedule

The schedule for each administration of the MLA Foreign Language Proficiency Tests will be as follows.

PARTIAL BATTERY B CANDIDATES

Morning Session Only

8:30 Report to test center to take the Applied Linguistics, Civilization and Culture, and Professional Preparation Tests.

10:45 Candidates dismissed.

COMPLETE BATTERY CANDIDATES	PARTIAL BATTERY A CANDIDATES
Morning Sessions	
8:30 Report to test center to take the Applied Linguistics, Civilization and Culture, Professional Preparation, Reading, and Writing Tests	———
	10:30 Report to test center to take the Reading and Writing Tests
12:30 Supervisors assign candidates to specific afternoon sessions. Approximate end of morning sessions.	12:30 Supervisors assign candidates to specific afternoon sessions. Approximate end of morning sessions.

*LUNCH**

Afternoon Session

Both Complete Battery candidates and Partial Battery A candidates will be required to attend *one* afternoon session. The number of afternoon sessions will vary from center to center depending upon the laboratory space, the number of candidates registered for each language, and the availability of multiple-channel equipment that will allow the testing of more than a single language at one time. You will be assigned—at the close of the morning session—to a specific afternoon session at one of the following times: 1:45, 2:45, or 3:45.

*Luncheon facilities may not always be located near a test center or may not have the capacity to serve large groups in a limited time. Candidates may wish to provide for this contingency, particularly if they are unfamiliar with the test center locale.

Using your answer sheet

Before you begin the MLA Foreign Language Proficiency Tests, you will be asked to print and grid certain information on your answer sheet(s). Since this information is necessary to identify your answer sheet(s) and to report your scores accurately, it is especially important that you complete it carefully and correctly.

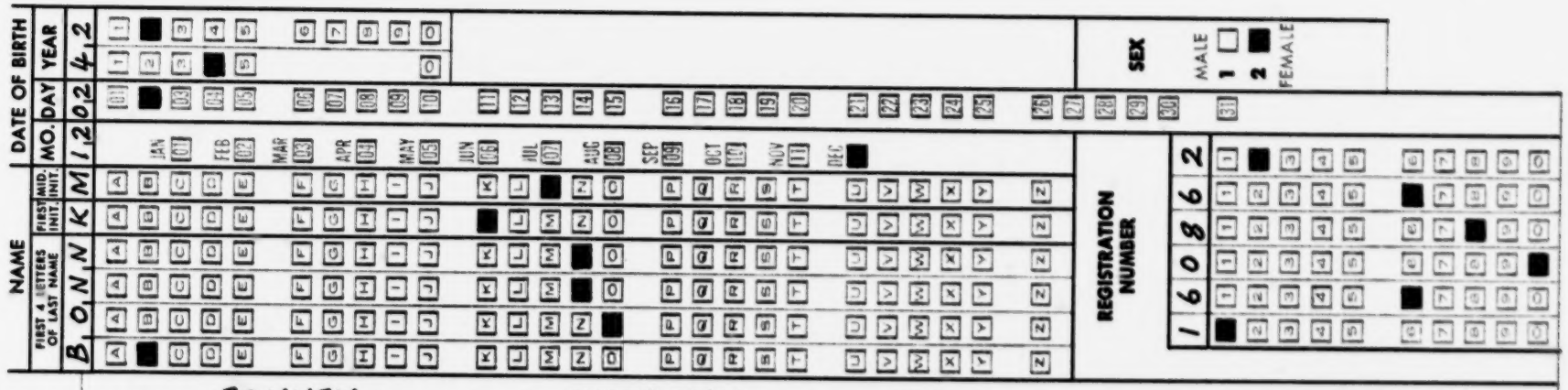
Shown on page 21 is an illustration of the identification sections of a correctly completed MLA answer sheet. If you study this sample before going to the test center, you will have no difficulty following the instructions given you by the test supervisor.

As the sample shows, you will be asked to give your name, the date, your signature, your home address, and the location (city and state) and number of the center given on your admission ticket. You will then have to grid the following: the first four letters of your last name, your first and middle initials, your date of birth, your sex, and the registration number which appears on your admission ticket. To grid these items of information correctly, print each letter or number in the space at the top of the column and blacken the smaller space below corresponding to that letter or number. For example, the registration number of the student who completed the sample answer sheet is 160862. The student printed a "1" in the first space under REGISTRATION NUMBER and blackened the smaller space in the column beneath it, printed "6" in the second space and blackened the appropriate smaller space, and so on. Note that zeros must be treated in the same way as any other digit.

How your scores are reported

Your test fee entitles you to three score reports: the one sent directly to you plus reports to one or two score recipients *provided* you designate them in *item 11* on your Registration Form. No one is entitled to receive a report of your scores from ETS without your written approval either on your Registration Form or in subsequent correspondence with ETS. If you request score reports for more than two score recipients on your Registration Form, there is an extra fee of $1.50 for each additional report. Please note that after the registration closing date (see page 15) *no deletions of, or substitutions for, the score recipients named on your Registration Form can be made.*

Additions to the score recipients named on your Registration Form can be made at any time. Each score report requested after



NAME: (PRINT) BONNEY (LAST) KATHLEEN (FIRST) MARY (MIDDLE) DATE: 9/17/66 (MONTH/DAY/YEAR)

SIGNATURE: Kathleen Mary Bonney CENTER: ORONO (CITY) MAINE (STATE) 4280 (NUMBER)

HOME ADDRESS: (PRINT) 1032 SOUTH MORNINGSIDE AVENUE (STREET) WEST BOOTHBAY HARBOR (CITY) MAINE (STATE)

Example of a correctly completed answer sheet

you have submitted the form will cost $1.50, regardless of how many score recipients you listed, or did not list, on the form. You may request such additional reports at any time by writing to ETS and providing the following information:

—the name of the tests you took or plan to take (MLA Foreign Language Proficiency Tests)
—the date you took, or plan to take, the tests
—the score recipients to whom score reports should be sent (include $1.50 fee for each report requested)

It is to your advantage to have your scores reported promptly, and therefore desirable to specify at an early date—preferably when you submit your Registration Form—who should receive your scores. To avoid duplication of requests, it is suggested that you keep a record of the score recipients listed on your Registration Form. Score reports requested on the Registration Form, or by letter before the registration closing date, will be issued approximately four weeks after the test date. Any score reports requested after the registration deadline will be issued as rapidly as possible.

ETS does not set any passing or failing scores on these examinations. However, many score recipients do set their own minimum score standards. With the score reports sent directly to you from ETS you will receive an interpretive leaflet to help you understand the meaning of your scores.

• *To avoid errors or delay in reporting of scores:* Always use the same form of your name in signing your Registration Form, your answer sheet, and any correspondence with ETS—that is, always sign your full first name, middle name, and last name. If your name has changed since you submitted your Registration Form (for example, if you have married) please include in all correspondence the name you used on your original form.

Appendix A: Test Center List (for Item 9)

Regular centers for each of the four test dates are listed on the following pages. Testing facilities at these centers are open to all properly registered candidates regardless of race, color, creed, or national origin. A small square (□) beside the name of a center indicates a regular center for a given test date. A blank space in the test date column indicates that the center has not been established for that particular date.

April 2, '66	Sept. 17, '66	Nov. 19, '66	April 1, '67	CENTER NUMBER	
					ARIZONA
□	□	□	□	9200	Tempe, Arizona State Univ.
					CALIFORNIA
□	□	□	□	9502	Berkeley, University of California
□		□	□	9500	Sacramento, American River Junior College
□	□	□	□	9501	San Jose, San Jose State Coll.
					COLORADO
□		□	□	9050	Boulder, University of Colorado
					CONNECTICUT
	□	□	□	3001	New Britain, Central Connecticut State College
					DISTRICT OF COLUMBIA
□	□	□	□	1550	Washington, George Washington University
					FLORIDA
□	□	□	□	5700	Tallahassee, Florida State University
					GEORGIA
□	□	□	□	6100	Albany, Albany State College
□	□	□	□	6101	Fort Valley, Fort Valley State College
					HAWAII
□		□		0001	Honolulu, The College of Education, Univ. of Hawaii
					ILLINOIS
□	□	□	□	5001	Carbondale, Southern Illinois University
□	□	□	□	5002	Charleston, Eastern Illinois University
□	□	□	□	5003	Chicago, Loop Junior College
□		□	□	5004	De Kalb, Northern Illinois University

April 2, '66	Sept. 17, '66	Nov. 19, '66	April 1, '67	CENTER NUMBER	
					INDIANA
□	□	□	□	4750	Bloomington, Indiana Univ.
□	□	□	□	4751	Lafayette, Purdue University
□			□	4752	Notre Dame, University of Notre Dame
					IOWA
□	□	□	□	7200	Iowa City, University of Iowa
					KANSAS
□	□	□	□	7880	Emporia, Kansas State Teachers College at Emporia
□	□	□	□	7881	Hays, Fort Hays Kansas State College
□	□	□	□	7882	Wichita, Wichita State Univ.
					KENTUCKY
□	□	□	□	5900	Bowling Green, Western Kentucky State College
					LOUISIANA
□		□	□	7740	Baton Rouge, Louisiana State University
					MAINE
□	□	□	□	4280	Orono, University of Maine
					MARYLAND
□		□	□	1360	Chestertown, Washington Coll.
□	□	□	□	1361	Frostburg, Frostburg State Coll.
					MASSACHUSETTS
□	□	□	□	2650	Worcester, Assumption College
					MICHIGAN
□	□	□	□	6400	East Lansing, Michigan State University
□	□	□	□	6401	Kalamazoo, Kalamazoo College
					MINNESOTA
□	□	□	□	7400	Mankato, Mankato State Coll.
					MISSISSIPPI
□			□	6900	Jackson, Millsaps College

Test Center List (for Item 9)

April 2, '66	Sept. 17, '66	Nov. 19, '66	April 1, '67	CENTER NUMBER	
					MISSOURI
□	□	□	□	7001	Kansas City, University of Missouri at Kansas City
					MONTANA
□	□	□	□	9150	Missoula, University of Montana
					NEBRASKA
□		□	□	8001	Omaha, The University of Omaha
					NEVADA
□	□	□	□	9350	Reno, University of Nevada
					NEW JERSEY
□	□	□	□	1001	South Orange, Seton Hall Univ.
		□	□	1002	Upper Montclair, Montclair State College
					NEW YORK
□	□	□	□	3150	Albany, State University of New York at Albany
□	□	□	□	3152	Buffalo, State University of New York at Buffalo
□	□	□	□	3151	Syracuse, Syracuse University
					NORTH DAKOTA
□		□		8350	Grand Forks, University of North Dakota
					OHIO
	□	□	□	4500	Westerville, Otterbein College
					OKLAHOMA
□	□	□	□	8370	Tulsa, The University of Tulsa
					OREGON
□	□	□	□	9450	McMinnville, Linfield College
□	□	□	□	9451	Eugene, University of Oregon
					PENNSYLVANIA
□	□	□	□	2001	Carlisle, Dickinson College
□	□	□	□	2002	Erie, Gannon College
□	□	□	□	2003	Lewisburg, Bucknell University
□	□	□	□	2008	Loretto, St. Francis College
		□		2004	Pittsburgh, Duquesne Univ.
□	□	□	□	2007	Pittsburgh, University of Pittsburgh
□	□	□	□	2005	Scranton, University of Scranton
□	□	□	□	2006	University Park, Pennsylvania State University

April 2, '66	Sept. 17, '66	Nov. 19, '66	April 1, '67	CENTER NUMBER	
					SOUTH CAROLINA
□	□	□	□	5550	Rock Hill, Winthrop College
					TENNESSEE
□	□	□	□	6001	Knoxville, University of Tennessee
□	□	□	□	6002	Memphis, Memphis State Univ.
□	□	□	□	6003	Nashville, Vanderbilt Univ.
					TEXAS
□	□	□	□	8500	Austin, The University of Texas
□	□	□	□	8501	Dallas, Southern Methodist University
□	□	□	□	8502	Lubbock, Texas Technological College
□	□	□	□	8503	San Angelo, Angelo State Coll.
					UTAH
□	□	□	□	9250	Logan, Utah State University
					VIRGINIA
		□	□	1580	Fredericksburg, Mary Washington College
□	□	□	□	1581	Lexington, Washington & Lee University
					WASHINGTON
□	□	□	□	9400	Bellingham, Western Washington State College
					WISCONSIN
□	□	□	□	6600	Eau Claire, Wisconsin State University
□	□	□	□	6602	Milwaukee, University of Wisconsin
□	□	□	□	6601	Ripon, Ripon College
					WYOMING
□	□	□	□	9100	Laramie, University of Wyoming

Appendix B: Score Recipient Code List (for Item 11)

The lists below include colleges and universities, state departments of education, and others likely to receive score reports for the MLA Foreign Language Proficiency Tests. If the score recipient you wish to list on your Registration Form is included in these lists, enter its code number, as well as its name, in *item 11*. If it does not appear in the lists, print its full name and the state in which it is located in *item 11*.

COLLEGES AND UNIVERSITIES

2003 Adelphi University
2004 Albright College
2006 Allegheny College
3003 Amherst College
1030 Andrews University
6012 Arkansas State Teachers College
1059 Beloit College
2042 Bennett College (N.Y.)
1060 Berea College
2646 Bloomsburg State College (Pa.)
4019 Brigham Young University
2950 Brooklyn College
3094 Brown University
2050 Bucknell University
2071 Cabrini College
2647 California State College (Pa.)
2073 Canisius College
6081 Carleton College
2079 Cedar Crest College
6087 Central College (Iowa)
2081 Chatham College
2082 Chestnut Hill College
2950 City College of New York
2649 Clarion State College (Pa.)
6101 Coe College
2086 Colgate University
4059 College of the Holy Cross (Cal.)
4060 College of Idaho
2087 College Misericordia
2088 College of Mount Saint Vincent (women) (N.Y.)
2089 College of New Rochelle
6104 College of Saint Benedict (Minn.)
6105 College of Saint Catherine
1131 College of Saint Mary of the Springs
2091 College of Saint Rose
5120 Concord College
6119 Cornell College (Iowa)
2098 Cornell University (N.Y.)
2070 C. W. Post College
3351 Dartmouth College
1166 DePauw University
2186 Dickinson College
2193 Drew University
5158 Dunbarton College of Holy Cross
2196 Duquesne University
2220 Eastern Baptist College (St. Davids, Pa.)
2650 East Stroudsburg State College (Pa.)
2651 Edinboro State College (Pa.)
2225 Elizabethtown College
2226 Elmira College
3368 Emmanuel College (Mass.)
5187 Emory University
3390 Fairfield University

Score Recipient Code List (for Item 11)

2263 Fairleigh Dickinson University: Teaneck Campus
1221 Fenn College
5215 Florida Agricultural and Mechanical University
5223 Florida Presbyterian College
5219 Florida State University (Tallahassee)
4344 Fort Wright College of the Holy Names
2261 Franklin and Marshall College
4312 Fresno State College (Cal.)
2270 Gannon College
2273 Geneva College
5246 George Washington University
5251 Georgia State College
2275 Gettysburg College
1251 Goshen College
6252 Grinnell College
2277 Grove City College
2286 Hamilton College
5292 Hampton Institute
2535 Harpur College
3434 Harvard University
1295 Hillsdale College
2294 Hobart College
2295 Hofstra University
2297 Holy Family College (Pa.)
2299 Houghton College
2950 Hunter College
1090 Illinois Teachers College—Chicago, North
2320 Immaculata College (Pa.)
1321 Indiana Central College
2652 Indiana State College (Pa.)
1324 Indiana University (Bloomington)
2324 Iona College
2325 Ithaca College
2341 Juniata College
1365 Kalamazoo College
2350 Keuka College
2352 King's College (N.Y.)
1372 Knox College
2653 Kutztown State College (Pa.)
2360 Ladycliff College
2361 Lafayette College
2363 La Salle College (men) (Pa.)
1398 Lawrence University
2364 Lebanon Valley College
2654 Lock Haven State College (Pa.)
2369 Long Island University
2372 Lycoming College
1440 Manchester College
2395 Manhattan College (men)
2655 Mansfield State College (Pa.)
2400 Marist College
2406 Marymount College (N.Y.)
2405 Marymount Manhattan College (N.Y.)
2407 Marywood College
2410 Mercyhurst College
2656 Millersville State College (Pa.)
1484 Monmouth College (Ill.)
2418 Moravian College
5419 Morris Harvey College
1490 Mount Mary College
2421 Mount Mercy College (Pa.)

Score Recipient Code List (for Item 11)

6419	Mount Saint Scholastica College
2424	Muhlenberg College
2511	Nazareth College (N.Y.)
	New York State Universities and Colleges:
2533	*College at Buffalo*
2541	*College at New Paltz*
2545	*College at Potsdam*
2532	*SUNY at Albany*
2925	*SUNY at Buffalo*
2548	*SUNY at Stony Brook*
2562	New York University
1559	Northern Illinois University
1556	North Park College and Theological Seminary
2559	Notre Dame College of Staten Island (women)
1587	Oberlin College
4600	Pacific Union College
2660	Pennsylvania State University
4607	Pomona College
1664	Ripon College
1667	Rosary College (Ill.)
2762	Rosary Hill College (N.Y.)
2763	Rosemont College
3748	Saint Anselm's College
1688	Saint Benedict College (Ind.)
2793	Saint Bonaventure University
2796	Saint Francis College (N.Y.)
2797	Saint Francis College (Pa.)
2798	Saint John Fisher College
2799	Saint John's University (N.Y.)
3754	Saint Joseph College (Conn.)
2801	Saint Joseph's College (Pa.)
2805	Saint Lawrence University
1706	Saint Norbert College
6638	Saint Olaf College
2807	Saint Thomas Aquinas College (N.Y.)
2808	Saint Vincent College (men) (Pa.)
4682	San Diego State College (Cal.)
4707	San Fernando Valley State College
4684	San Francisco State College (Cal.)
4687	San Jose State College (Cal.)
2812	Seton Hill College
1717	Shimer College
2657	Shippensburg State College (Pa.)
2814	Siena College (N.Y.)
4697	Sierra College
2815	Skidmore College
2658	Slippery Rock State College (Pa.)
4704	Stanford University
4713	Stanislaus State College
2820	Susquehanna University
2823	Syracuse University
2906	Temple University: Philadelphia Campus
2910	Thiel College
6832	Tulane University of Louisiana

Score Recipient Code List (for Item 11)

	University of California:
4834	*Davis Campus*
4837	*Los Angeles Campus*
1832	University of Chicago
4841	University of Colorado
5811	University of Delaware
0968	University of Hawaii
1836	University of Illinois: Champaign
6681	University of Iowa (Iowa City)
6871	University of Kansas
0973	University of Manitoba
5814	University of Maryland
3917	University of Massachusetts
5815	University of Miami (Fla.)
1839	University of Michigan: Ann Arbor Campus
6874	University of Minnesota: Minneapolis Campus
3918	University of New Hampshire
2926	University of Pennsylvania
2927	University of Pittsburgh
0979	University of Puerto Rico
4067	University of Puget Sound
2928	University of Rochester
2929	University of Scranton
4852	University of Southern California
6882	University of Texas: Austin Campus
3920	University of Vermont
4854	University of Washington (Seattle)
	University of Wisconsin:
1846	*Madison Campus*
1473	*Milwaukee Campus*
2931	Ursinus College
2956	Vassar College
2957	Villa Maria College (Pa.)
2959	Villanova University
1895	Wabash College
2967	Washington and Jefferson College
2969	Waynesburg College
6933	Webster College (Mo.)
2971	Wells College
2659	West Chester State College (Pa.)
6937	Westminster College (Mo.)
2975	Westminster College (Pa.)
5904	West Virginia University
1905	Wheaton College (Ill.)
3963	Wheaton College (Mass.)
2977	Wilkes College
4954	Willamette University
3987	Yale University
2990	Yeshiva University

Score Recipient Code List (for Item 11)

STATE DEPARTMENTS OF EDUCATION

8540 Department of Education
State of California

7050 State Department of Education
State of Connecticut

7065 Department of Public Instruction
State of Delaware

7368 State Department of Education
State of Maine

7660 Department of Education
State of New Hampshire

7737 New York State Education Department

8030 Department of Public Instruction
Commonwealth of Pennsylvania

8108 Department of Education
State of South Carolina

8717 Utah State Department of Public Instruction

8358 Department of Education
State of Vermont

8480 Department of Education
State of West Virginia

8498 Department of Public Instruction
The State of Wisconsin

OTHER SCORE RECIPIENTS

7106 Dade County, Florida

7336 New Orleans, Louisiana

Appendix C: State Code List (for Item 15)

Code	*State*	*Code*	*State*
01	Alabama	31	New Jersey
02	Alaska	32	New Mexico
03	Arizona	33	New York
04	Arkansas	34	North Carolina
05	California	35	North Dakota
06	Colorado	36	Ohio
07	Connecticut	37	Oklahoma
08	Delaware	38	Oregon
09	District of Columbia	39	Pennsylvania
10	Florida	40	Rhode Island
11	Georgia	41	South Carolina
12	Hawaii	42	South Dakota
13	Idaho	43	Tennessee
14	Illinois	44	Texas
15	Indiana	45	Utah
16	Iowa	46	Vermont
17	Kansas	47	Virginia
18	Kentucky	48	Washington
19	Louisiana	49	West Virginia
20	Maine	50	Wisconsin
21	Maryland	51	Wyoming
22	Massachusetts		
23	Michigan	60	U.S. Dependencies and Trusts
24	Minnesota		
25	Mississippi	61	Canal Zone
26	Missouri	62	Guam
27	Montana	63	Puerto Rico
28	Nebraska	64	Virgin Islands
29	Nevada		
30	New Hampshire	99	Other

Appendix D:
Descriptions of the Tests and Sample Questions

The seven MLA Proficiency Tests are described in fuller detail on the pages that follow. (See page 5 for an explanation of the three combinations of these tests that are available to candidates.) Each of the descriptions is introduced by a statement of the levels of competence from the "Qualifications for Secondary School Teachers of Modern Foreign Languages," which served as guides in the development of the tests.

Sample questions from five of the tests are presented with a different language used to illustrate each test. Sample questions from all forms of the Civilization and Culture Test and the Professional Preparation Test, which are in English, are also presented. An answer key to these questions is provided on pages 47-48 of this booklet.

LISTENING COMPREHENSION TEST
(Approximate Time: 20 minutes)

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Listening Comprehension	Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation and mechanically transmitted speech	Ability to understand conversation at normal tempo, lectures, and news broadcasts	Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject

The examinee listens to a tape recording made by native speakers. This recording consists of single utterances, a connected dialogue, a radio broadcast, and a three-part conversation. For all but the last part, the examinee selects, from among four choices printed in his test book, the responses most likely to be made in the situations presented or the best answers to questions put to him. For the last part, the examinee marks on his answer sheet whether each of a number of statements about the conversation he has just heard is true or false.

Questions are designed to test phonetic (or phonemic) discrimination, command of idiomatic expressions, vocabulary, and struc-

ture typical for conversational use of the language. Comprehension of main facts, ideas, and important details is evaluated.

Sample Questions (French)

RESPONSES TO STATEMENTS HEARD ON TAPE (Rejoinders)

Directions: **Dans cette partie vous allez entendre une fois seulement une série de remarques ou de questions. Après avoir écouté chaque phrase, choisissez parmi les réponses imprimées sur votre livret celle qui convient le mieux et indiquez-la sur votre feuille de réponses.**

"Vous ne tutoyez pas votre cousine!"

1. **(A) Non, je n'ai jamais tué personne.**
   (B) Non, je préfère la cuisine française.
   (C) Non, nous nous sommes rencontrés une ou deux fois seulement.
   (D) Non, j'aime mieux les coussins du canapé.

DIALOGUE (Simple)

Directions: **Maintenant nous écoutons deux personnes qui se parlent. Dans chaque cas, choisissez la phrase qui pourrait suivre les remarques de la seconde personne.**

(Man A) "J'étais justement sur le point de tourner à gauche quand ce camion nous a doublés."

(Speed: moderate-fast. Tone: shocked.)

(Man B) "Nous l'avons échappé belle! Tu devrais faire attention aux autres voitures, mon vieux."

(Speed: moderate-fast. Tone: shocked, then admonishing.)

2. **(A) Je suis moins âgé que toi.**
   (B) L'accident n'est pourtant pas grave.
   (C) Un moment de distraction, c'est tout.
   (D) Le camion était arrêté au bord de la route.

RADIO BROADCAST

Directions: **Maintenant les dernières informations. Il s'agit d'un événement politique. Vous allez entendre une fois le commentaire, puis on vous posera trois questions. Pour chaque question, choisissez celle qui convient le mieux et indiquez-la sur votre feuille de réponses. Voici le commentateur.**

"Le parti indépendant a tenu hier soir une réunion secrète dont les résultats ne viennent d'être connus qu'à l'heure où je vous parle. Devant le nouveau projet de loi, un certain groupe du parti, voulant se dissocier de la politique du gouvernement, a demandé au chef du parti—qui est actuellement, rappelons-le, ministre des travaux publics—de donner sa démission. Au lieu de se soumettre à la volonté de ce groupe, celui-ci a réuni tous les membres du parti à l'hôtel Rambouillet hier soir à huit heures. Malgré leurs instances et leurs réclamations, ni la presse ni la radio n'ont été admises. Il y a quelques minutes pourtant un communiqué des plus brefs a été transmis à nos services d'information. Contrairement à ce qui a été conjecturé dans la plupart des journaux, le parti indépendant prétend avoir rétabli son entente et son unité. Reste à savoir si cette unité se maintiendra au cours des débats parlementaires qui auront lieu prochainement. Voici, pour terminer, le texte du communiqué: 'Après un débat de plusieurs heures un vote unanime a réaffirmé la pleine confiance que le parti avait en son chef.' "

"Pourquoi le chef du parti indépendant a-t-il convoqué les membres du parti?"

3. (A) Pour attaquer le gouvernement.
(B) Pour démissionner.
(C) Parce qu'il craignait la division du parti.
(D) Parce qu'il voulait se faire nommer ministre.

"Comment a-t-on fait savoir au public l'issue du débat?"

4. (A) On en a informé la radio-diffusion.
(B) Le premier ministre a fait circuler des rumeurs.
(C) On a envoyé un délégué au Sénat.
(D) La presse a assisté à l'événement même.

"Quel est le renseignement essentiel contenu dans le communiqué?"

5. (A) Le parti changera sa politique.
(B) Le gouvernement aura un vote de confiance.
(C) La presse a fait preuve de son indépendance.
(D) Les dissidents se sont ralliés à la majorité.

SPEAKING TEST (Approximate Time: 15 minutes)

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Speaking	Ability to speak fluently, approximating native speech in vocabulary, intonation, and pronunciation; ability to exchange ideas and to be at ease in social situations	Ability to talk with a native with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation	Ability to read aloud; to talk on prepared topics (e.g., for classroom situations) without obvious faltering; to use the common expressions needed for getting around in the foreign country; and to speak with a pronunciation understandable to a native

The examinee first listens to a number of sentences spoken by a master voice, then he repeats each sentence. Each of these sentences has been carefully selected to contain two critical sounds or a sound and an intonation pattern. On each sentence, the examinee is scored right or wrong on his reproduction of these particular sounds, all other sounds being ignored.

The test book contains one or two short texts which are to be read aloud by the examinee, following a brief period during which he is given the opportunity to read the text(s) silently for practice. He is scored right or wrong on his production of twenty predetermined points of pronunciation or intonation. The over-all quality of the reading is also scored on a five-point scale extending from 1 (very poor production) to 5 (superior performance).

Finally, the examinee is presented with a single picture, a pictorial sequence, and a situation depicted pictorially (with directions printed in English). In each case, he is asked to describe the picture or to react to the situation described. Using a five-point scale similar to that described above, the examinee is rated on Vocabulary, Pronunciation, Structure, and Fluency.

The entire performance is evaluated by carefully selected and trained experts in the language being tested who must be approved by both MLA and ETS.

Sample Questions (Spanish)

REPETITION OF SENTENCES

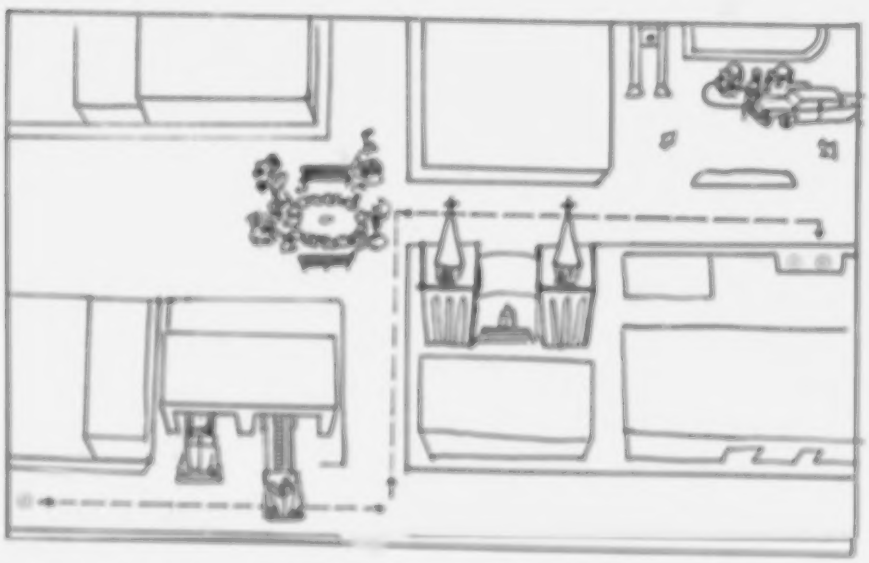
Directions: **"In this part you will hear a series of sentences in Spanish. As soon as each sentence is completed, the tone will sound, indicating that you are to repeat the sentence you have just heard."**

"¿Qué te pasó anoche?"

"Hay que pedirlo al jefe."

DESCRIPTION OF PICTORIAL MATERIAL

Directions: **"This picture has special instructions printed beneath it. Read the instructions and begin speaking when you hear the tone."**



This picture presents an aerial view of a district in your home town. You are standing at ⊗ in the lower left-hand corner of the map. A woman, a stranger in town, approaches you and explains that she has broken her glasses and must find her way to the optometrist's shop. The optometrist's shop, as you know, is located at ⊗ ⊗, in the upper right-hand section of the map.

When you hear the tone, give her, in your language, your most courteous and explicit directions to the optometrist's shop. The best route is marked off on the map with arrows.

READING TEST (Time: 40 minutes)

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Reading	Ability to read almost as easily as in English material of considerable difficulty	Ability to read with immediate comprehension prose and verse of average difficulty and mature content	Ability to grasp directly (i.e., without translating) the meaning of simple, nontechnical prose, except for an occasional word

In this test the examinee is required to select the appropriate lexical, idiomatic, or structural completion for each of a number of incomplete sentences. A series of several short passages is presented, followed by a series of questions both on the meanings of words and phrases and on the contents of the selections as well. Several short excerpts of poetry are also presented.

Sample Questions (German)

INCOMPLETE STATEMENTS

Directions: **Select the choice which, when inserted in the blank, best fits in with the meaning of the sentence as a whole.**

6. Das ist kein Original. Er hat alles von A biz Z . . .

(A) abgeschrieben

(B) aufgeschrieben

(C) eingeschrieben

(D) vorgeschrieben

7. In Ihrem geschwächten Zustand müssen Sie sich . . . Erkältungen hüten.

(A) vor

(B) gegen

(C) von

(D) bei

READING PASSAGES

Directions: **Choose the word or phrase that could be substituted for the underlined words or phrases without changing the meaning of the sentence; for the incomplete statements, select the answer that best completes the statement according to the passage.**

Ein merkwürdiger Gedanke, der mich als Kellner zuweilen beschäftigte, wenn ich gerade einige Minuten müßig stand und die Hotelgesellschaft überblickte, war der Gedanke der Vertauschbarkeit. Den Anzug, die Aufmachung gewechselt, hätten sehr vielfach die Bedienenden ebensogut Herrschaft sein und hätte so mancher von denen, welche, die Zigarette im Mundwinkel, in den tiefen Korbstühlen sich ausstreckten, den Kellner abgeben können. Es war der reine Zufall, daß es sich umgekehrt verhielt.

8. beschäftigte

(A) betrübte

(B) belästigte

(C) in Schwierigkeiten brachte

(D) in Anspruch nahm

9. es sich umgekehrt verhielt

(A) nichts sich änderte

(B) das Gegenteil der Fall war

(C) sich ein Gleichgewicht einstellte

(D) die Lage schlimmer wurde

10. Die Idee, die der Erzähler beschreibt, kann man folgendermaßen ausdrücken:

(A) Kleider machen Leute.

(B) Liebe deinen Nächsten.

(C) Gleich und gleich gesellt sich gern.

(D) Die Ersten werden die Letzten sein.

WRITING TEST (Time: 45 minutes)

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Writing	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language	Ability to write a simple "free composition" such as a letter, with clarity and correctness in vocabulary, idiom, and syntax	Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations and to write a simple description or message without glaring errors

The Writing Test requires the examinee to complete two or more short texts in which words have been omitted. He completes the texts by writing for each omission, on a separate answer sheet, a single word which is appropriate both in meaning and form. (The Russian test differs slightly from the tests in the other languages; in the first text in this part of the Writing Test, the base form of each omitted word or phrase is supplied, and the examinee is to write the correct, inflected form on the answer sheet.)

The second part of the Writing Test consists of two or more poorly written texts which contain grammatical, lexical, or idiomatic errors. The examinee is to correct these errors directly on the printed text. He is scored right for each error properly corrected, and wrong for each error improperly corrected or unnoticed. Credit is not given for performance on parts of the test containing no planned errors. (The Russian test again differs slightly in that the errors in the first text are identified by underlining.)

The entire performance is evaluated by carefully selected and trained experts who are approved by both MLA and ETS.

Sample Questions (Italian)

INCOMPLETE CONTEXT

Directions: **In the passages printed below, complete the text by writing a single Italian word which is appropriate in meaning and form.**

(Only a portion of the passage is reproduced below.)

Studiano __11__ vicino __12__ mezzi impiegati __13__ natura __14__ trasmissione delle più potenti forze sue, si trova che __15__ quanto meravigliosa possa sembrare __16__ trasmissione telegrafica senza fili, pure questa effettuasi in modo più conforme __17__ metodi naturali di quello __18__ non succeda nell'ordinaria trasmissione telegrafica mediante i fili.

INTERLINEAR EXERCISE

Directions: **Printed below is a poorly written passage. You are to treat it as though it were a student composition, and to revise it so that it conforms to standard Italian. Do not omit any ideas and do not add any ideas not now present. You should, however, change words which do not express ideas correctly, and add or delete words or phrases wherever it is necessary.**

In many of the sentences you will find words and phrases which are correct as they now stand. Leave such parts alone and concentrate on finding places that need changing.

Corrections should be made by crossing out the word, phrase, or punctuation mark you wish to change and writing your own version above it. Make sure that what you intend is clear and unmistakable.

You are advised to read the passage through quickly before starting to make corrections.

A sample portion of a corrected English exercise is printed in the box below.

EXAMPLE:

Queen Elizabeth The First

Never had the fortunes of England ~~dived~~ fallen to a lower ebb than at the moment when Elizabeth ~~ascends~~ ascended the throne. The country was humiliated by defeat, ~~internal~~ torn by dissension ~~had torn it~~ within, and ~~it was being~~ threatened by ~~hosts of~~ danger ~~from~~ without. ~~The English~~ England's hope lay in ~~their~~ her queen. This hope proved to be well founded, for under Elizabeth ~~not only was~~ was not only England unified, but it also became a world power.

Erano le nove nel mattino. Avevo appena uscito di casa andare al mio studio, *e mentre seguii con gli occhi il* movimento stradale e stavo pensando al mio quadro ultimo scorsi Andrea, un amico d'infante, che io sempre chiamai "Creso" per scherzo, perchè sapevo che fosse ricco sfondato. Però quella mattinata mi sembrò che avrebbe un'aria preoccupata: infatti non mi era veduto, e bisognò che lo chiamavo per nome perchè si voltasse.

APPLIED LINGUISTICS TEST (Time: 40 minutes)

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Applied Linguistics	The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics	The "minimal" level of competency with additional knowledge of the development and the present characteristics of the language	Ability to apply to language teaching an understanding of the differences in the sound system, forms, and structures of the foreign language and English

The Applied Linguistics Test consists of multiple-choice questions dealing with pronunciation, phonetics and orthography, morphology and syntax, general linguistics, and historical and comparative philology. While the number of questions devoted to each of these topics differs slightly from language to language, the general emphasis in each test is on those differences between English and the foreign language which are of importance in teaching. Questions in this test are in English.

Sample Questions (Russian)

Some of the questions in this examination test your knowledge of the sound system of the Russian language, especially as it contrasts with that of English.

19. In which of the following does з represent [ž]?

(A) Роза

(B) Зима

(C) Воз

(D) Без шума

(E) Без сна

Other questions in this examination test your awareness of structural relationships in inflection and syntax in the Russian language.

20. The verb писать is imperfective (durative); which of the following verbs forms an aspectual pair with it?

(A) Записать

(B) Подписать

(C) Написать

(D) Переписать

(E) Расписать

21. The preposition за is accompanied by the accusative case when the

(A) verb in the sentence describes direction toward a goal

(B) verb in the sentence describes a state of rest

(C) noun is animate

(D) noun is inanimate

(E) verb is perfective

22. Which of the following is NOT a comparative?

(A) Новее

(B) Черпее

(C) Старее

(D) Среднее

(E) Вернее

23. Which of the following has NO present gerund in the standard literary language?

(A) Гулять

(B) Читать

(C) Писать

(D) Говорить

(E) Смотреть

Finally, questions in this examination concern the history of the Russian language and/or its relationships to other languages.

24. Which of the following sentences can be translated literally into Russian?

(A) He took a train to Boston.

(B) He took offense at my remarks.

(C) He took me by the arm.

(D) He took me by surprise.

(E) He took it for granted.

CIVILIZATION AND CULTURE TEST
(Time: 30 minutes)

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Civilization and Culture	An enlightened understanding of the foreign people and their culture, such as is achieved through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts	The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people	An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own

The Civilization and Culture Test consists of multiple-choice questions in English. The test endeavors to measure the knowledge of civilization and culture (as distinct from knowledge of the language) needed by a teacher to introduce his students intelligently to that area of the world in which the language is spoken. The term "culture" is taken in the broad sense, embracing such content areas as geography, history, the arts, literature, and social institutions. Within this context, questions are designed to test recall of basic facts and terms; understanding of important ideas, themes, and institutions; understanding of the complexity and variety of the culture; appreciation of historical and cultural meaning of terms; appreciation of cross-cultural differences; and understanding of relationships not only among basic facts and terms, but among ideas, themes, and institutions as well.

Sample Questions (All Languages)

Directions: **Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case.**

25. Louis XVIII's *Charte Constitutionnelle* granted all of the following EXCEPT

(A) bicameral legislative representation

(B) universal suffrage

(C) freedom of the press

(D) freedom of religion

26. All of the following regions of France are correctly matched with a feature of their landscape EXCEPT

(A) Auvergne . . puy

(B) Provence . . mas

(C) Pyrénées . . gave

(D) Beauce . . col

27. All of the following are seaports EXCEPT

(A) Bremen

(B) Kiel

(C) Magdeburg

(D) Lûbeck

28. Which of the following explain why the theater Am Schiffbauerdamm in East Berlin is so well known today?

I. Internationally known actors have performed there.

II. It was under the direction of Bertolt Brecht until his death in 1956.

III. Its method of play production is experimental and is considered very advanced.

IV. It is an old and well-established Berlin theater.

(A) I and II only

(B) I and IV only

(C) II and III only

(D) II and IV only

29. On the "third page" of an Italian newspaper, one can usually find

(A) the news of the day

(B) letters to the editor

(C) a summary of important political events

(D) literary works and criticism

30. "Queste parole di colore oscuro
Vid'io scritte al sommo d'una porta,
perch'io: "Maestro, il senso lor m'è duro."
These lines from Dante's *Divina Commedia* conclude the episode which begins:

(A) Nel mezzo del cammin di nostra vita

(B) Per me si va ne la città dolente

(C) Ahi, serva Italia, di dolore ostello

(D) La bocca sollevò dal fiero pasto

31. Which of the following statements most accurately characterizes Soviet painting?

(A) It has been strongly influenced by Western surrealist and abstract painting.

(B) It has found its main source of inspiration in the folk arts of the Slavic and Asiatic peoples of the Soviet Union.

(C) It has been conservative in its techniques and has tended to glorify pictorially episodes of Soviet history or aspects of Soviet life.

(D) It has been remarkable chiefly for variety of style and technique; the works produced range from the conventionally realistic to the boldly experimental.

32. The Russian *bogatyr* can most accurately be described as a counterpart of the Western

(A) troubadour

(B) knight

(C) ruling prince

(D) court jester

33. From 1931 to 1936 Spain was governed by

(A) a concordat

(B) royal edict

(C) a democratic constitution

(D) a communistic constitution

34. **All of the following authors are correctly matched with their countries EXCEPT**

(A) Ciro Alegría . . Peru

(B) Juan Montalvo . . Ecuador

(C) Jorge Luis Borges . . Mexico

(D) Luis Palés Matos . . Puerto Rico

PROFESSIONAL PREPARATION TEST
(Time 45 minutes)

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Professional Preparation	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with and evaluate new methods and techniques	"Minimal" level of competency plus knowledge of the use of specialized techniques (such as audio-visual aids) and of the relation of language teaching to other areas of the curriculum; ability to evaluate the professional literature of foreign language teaching	Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives

The Professional Preparation Test, which is common to all languages, consists of multiple-choice questions designed to test not only knowledge of teaching methods that are common to different foreign languages (with emphasis on the audio-lingual approach), but knowledge of important developments in the field of language teaching as well. Questions deal with such broad areas as objectives, teaching techniques, professional development, and evaluation.

Directions: **Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case.**

35. According to modern theory of foreign language instruction, what is the preferred order of having students work on basic skills?

(A) Speaking, listening, writing, reading

(B) Reading, listening, speaking, writing

(C) Writing, speaking, listening, reading

(D) Listening, speaking, reading, writing

36. All of the following are appropriate recommendations for a student in the first stages of learning to speak a foreign language EXCEPT:

(A) Mimic and imitate the teacher.

(B) Memorize speech patterns.

(C) Review constantly.

(D) Learn the rules for forms you do not understand.

37. In preparing a foreign work for publication as a foreign language reading text, which of the following modifications is most defensible?

(A) Abridgement for the sake of brevity

(B) Deletions because of vocabulary difficulty

(C) Substitutions because of structural difficulty

(D) Deletions on moral grounds

38. Probably the most serious obstacle to the widespread development of foreign language programs in the elementary school is the

(A) lack of cooperation from school administrators

(B) lack of competent teachers

(C) opposition of elementary school teachers

(D) difficulty in finding time in the elementary school program

Answer Key

Listening Comprehension – French

1. C
2. C
3. C
4. A
5. D

Speaking Test – Spanish

Critical sounds in repetition of sentences noted below

"¿Qué te pasó anoche?"

"Hay que pegirle al jefe."

Reading Test – German

6. A
7. A
8. D
9. B
10. A

Writing Test – Italian

Incomplete Context

11. da
12. i / quei
13. dalla
14. nella / pella
15. per
16. la / questa
17. si
18. che

Interlinear Exercise

Ieeee le cose dei mattino. Eee appena uscito di casa andare al mio studio, e mentre seguivo con gli occhi il movimento stradale e stavo pensando al mio ultimo articolo sentì Andrea, un amico d'infanzia, che le compro chiamare "Cesse" per scherzo, perché sapeva che era sicuro sfondato. Però quella mattina mi sembrò che avesse un'aria preoccupata: infatti non mi presentò, e dovetti chiamarlo io per nome perché si voltasse.

Applied Linguistics Test – Russian

19. D	22. A	25. C
20. C	23. D	26. C

Civilization and Culture Test – All Languages

15. B	19. D	23. C
16. D	20. B	24. C
17. C	21. C	
18. C	22. B	

Professional Preparation Test – Common to All Languages

15. D	17. A
16. D	18. B